

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

# Exploring the Nexus: Enhancing Academic Motivation through Optimizing Quality of College Life

Muhammad Qasim Ali, PhD<sup>1</sup>

1. Department of Education, University of Sialkot; Email: [qasimvr@yahoo.com](mailto:qasimvr@yahoo.com)

*Education is a systematic approach that enables individuals and adults to acquire knowledge, skills, and a healthy character. Living on campus is a true challenge for an undergraduate. In the direction of his routine and everyday life, he moves forward. College teaches males to be independent and self-reliant, take charge, learn from their surroundings, be social, work together, persevere through difficult times, and put in long hours. The objectives of the study were; to compare students' perceptions about academic motivation and quality of college life on the basis of class, department and to find out the relationship between academic motivation and quality college life. It was quantitative research study, having the population of college students in the district of Vehari. Sample of the study comprised 400 hundred college students. Statistical techniques of t-test and Pearson correlation be applied on the collected data. The study found that students from diverse majors have a common viewpoint, when asked to compare the importance of college life, students majoring in the arts and sciences had similar opinions, with no statistically significant difference. It is also found that compared with their scientific counterparts, students majoring in the arts tend to have stronger opinions regarding what drives them to succeed in school. Furthermore, the study also showed that correlation suggests a relatively favorable link between these variables, with a strength of 0.567. Students who have a positive outlook on college life are more likely to be highly motivated to succeed academically.*

**Keywords:** Academic motivation, Quality, College life

### Introduction

Education is a systematic approach that enables individuals and adults to acquire knowledge, skills, and a healthy character. As a result, one becomes enlightened, refined, and taught. Teaching is only a means to an end for a more educated and cohesive community because it aims to do well while training is essential because it corrects all wrongs (Pring, 2013). The educational system is responsible for shaping the next generation with diverse perspectives. So, in this regard, each foundation establishes a fascinating society, convention, tendency, timetable, service, and behaviour in person. It is the fundamental responsibility of organizations in higher

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

education to provide individuals with the development knowledge and skills necessary for leadership roles in businesses, government, and other professions (Jongbloed et al., 2008).

Living on campus is a true challenge for an undergraduate. In the direction of his routine and everyday life, he moves forward. College teaches males to be independent and self-reliant, take charge, learn from their surroundings, be social, work together, persevere through difficult times, and put in long hours (Covarrubias et al., 2019). The life of an undergraduate is a regimented one that calls for reasonable penance, perfect tolerance, and order. As a student, you should know that these things do. He has the power to shape his destiny. So, the key to a successful college experience is making sure that students get what they need, that their goals are adequately pursued, and that there are plenty of strategies and methods for teaching. How well students communicate with college partners (e.g., faculty, staff, and administration), how invested students are in college administration, how much they learn that will improve their future, and how well college satisfies their social, emotional, and psychological needs. College life is a student's involvement in and engagement with their college environment that leads to a certain level of prosperity (Dağdelen & Kösterelioğlu, 2015).

Personal satisfaction conveys people's overall well-being and degree of fulfilment. Positive attitudes about foundations, respectful interactions between students and teachers, and respect for students' mental health are all aspects of college life that can impact students' mental health and academic performance. On the flip side, if you have a pessimistic view of organizations, you are more likely to have unpleasant experiences daily at university, which can hinder your learning (Johnson & Johnson, 1993). The term "academic inspiration" describes the factors that motivate students to stay in school and achieve their goals (Clark & Schroth, 2010).

It is believed that college-level learning is challenging for students without inspiration and that students experience a sense of accomplishment when they complete a learning assignment with inspiration (Afshar et al., 2019). Pakistan is tragically truly in reverse in training, as in certain different circles of scholarly exercises, yet fortunately, individuals are not naturally stumbling or ethically hopeless (Jahangir, 2008). However, the correctness of the issue discovery is paramount. This research will lay the groundwork for a future investigation into the connection between college life and the academic motivation of undergraduates in Pakistan.

It can help identify the characteristics that significantly impact students' academic motivation, productivity, and success in public colleges (Edwards, 2006). The survey results will help the college understand student motivation and build a welcoming environment. This study's findings on the genuine indicators of students' academic motivation and campus life will be crucial to college administrations and policymakers (Sithole et al., 2017). The study's suggestions can also motivate students at colleges. They increase student learning by creating a better learning environment. The study's findings can inform student policy design, implementation, and development.

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

### Statement of the problem

College students in the Sialkot District need to be more motivated to study. Thus, researchers should examine how this relates to their overall satisfaction with college life. With an eye on improving the college experience to benefit students' academic engagement and performance, this research seeks to catalogue and comprehend the elements impacting academic motivation in the specific setting of Sialkot's educational institutions.

### Objectives of the Study

The current research has been conducted to complete the following objectives:

1. To compare students' perceptions about academic motivation and quality of college life on the basis of class, department
2. To find out the relationship between academic motivation and quality college life

### Literature Review

Lee et al. (2015) defined college quality as emotional stability and necessities. He found that satisfaction with administrative, instructional, and recreational services significantly affects college life. In this context, "quality of college life" indicates a student's happiness and fulfilment in university. Transitioning from secondary school to college is a huge life change for young people. College is one of several places in life that affect happiness, life satisfaction, and subjective prosperity. When the dust settles, the ideal college lifestyle quickly disperses. College is something that many young adults have distinct mental images. But when these young adults mature into self-reliant men and women and enroll in the University of their Choice, they quickly learn the reality of college life. They must learn to adapt to their new environment as soon as possible to get the desired grades and a student, you must accept that things aren't always easy (Bakker et al., 2015). Many young adults often depict college life as a carefree and party-filled experience.

Like in college, many students assume that all of their friends will be present in class during the day. They picture a life where the only real challenges are the occasional paper or lab (Luckin, & Holmes, 2016). Many first-year college students believe and anticipate the adage that college is the best period of their lives. After their parents have passed away, some students like being able to arrive to class late, leave whenever they want, and generally have control over their own lives. Most first-year students enroll in college with the expectation of a straightforward, exciting experience. These considerations support the very low ratings of first-year college students. Sometimes, the limitless ideal of college life is spot on and students find that many courses run late into the night as time passes. In many classrooms, students do not sit with their friends but with other students, some of whom may be old enough to be their parents (Kouzes, & Posner, 2018). College students can be anywhere from 18 to 40, with most enrolling around 20. At the same time as the 18-year-old undergraduate is about to start classes, many middle-aged adults are going back to school to acquire degrees. Adjusting to college life schedules is a pain.

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

A man's responsibility is finding the best time to run multiple errands in a day. In a typical adult's case, they might have enough stamina to get everything done and still have time to spare (Taormina, 2015). Conversely, the average understudy is always moving. College students often have full schedules, including working, studying, and socializing. The majority of understudies have jobs. So, how exactly do they intend to pay for all those pizza deliveries in the middle of the night? Typical college-to-work commutes for low-maintenance salespeople include eating out. For me, college is about trying something new, breaking away from the norm, focusing on myself, and living independently. The transition from high school to college seemed daunting and even scary to the understudy. The shift ushered in a period of unprecedented complexity, with enormous and horrifying challenges lurking around every turn (Cohen, 2019). My new life, the town, and the people around me are all more significant than before, and I am still adjusting to this new environment. Have you ever considered the many ways in which a college education could improve your life?

When a man is at college, he is living it up. He specialized in that area after receiving additional schooling there. In college, where first-year students often experience a great deal of anxiety and the rare misstep in the classroom, first-year undergraduates are typically prepared with an introductory session that helps them form strong bonds with their classmates. Instead of being a passive student who does nothing more than listen to a teacher lecture, write a paper, and take an exam where the only thing asked of you is to regurgitate (Mogea, 2022) what you have learned, you become an active participant in the class and have meaningful conversations with your professor as you work through your coursework. You will be expected to decipher the relevant information without any notes provided. Educators are available during their free time to assist if the importance of something needs to be clarified. Finding a balance between your academic and social lives can be challenging (Bean & Melzer, 2021).

College is essential since it paves the door to a good career, excellent training, and financial gain through scholarships and grants (Joseph, 2022). Getting a good job is the first and foremost benefit of going to college. Particularly, those who have received a good education find it far easier to accomplish success in life. Many of the highest-paying jobs in the world require a bachelor's degree. The same holds because a bachelor's degree opens many financial doors. Getting a degree is a must if you want to stay in your current job and advance in your career. Falling victim to the inevitable anxiety that comes with college may worsen what is already a challenging time in anyone's life (Brennan et al., 2021). When balancing the competing demands of college life with other important aspects, such as career, family, church, etc., any individual interested in attending college should constantly strive for equalization. Now more than ever, students have more options regarding how and when they study at university, thanks to night programs and a wide range of distance learning options (including online courses).

When the concept of a learning environment emerged in the mid-1990s, it was in Finland. Also, the prospect of deeply embedded adaptation started to gain headway. Recognition of prior learning and on-the-job learning were the primary foci of the advancement work. Beyond traditional educational institutions, the work expands the learning environment through new

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

gadgets. Learning contexts can be blended into a comprehensive arrangement that supports learning through mixed learning and universal society. While designing this hybrid learning, it is important to view the classroom as a whole, with its various components. Being an understudy at a university is a real challenge. A step closer to his realistic reality awaits him. When a guy is in college, he has more freedom to be himself. On his own, he finds a way to make a decision (Ball & Olmedo, 2023). He had a good time with his classmates and even his in-house coworkers. On this planet of knowledge, he resides. He makes tremendous efforts to achieve good grades in college. He has the opportunity to interact with others. How to cooperate with various coworkers is something he manages to figure out. He learned to persevere and keep going, even when things were tough. His closest friends are those he befriends. While residing in an inn, a student forms friendships. He resides within the group of his friends. To him, his friends are paramount. As a college student, he works hard to keep up with his peers. As college draws near, students learn about professional organizations (Dağdelen & Kösterelioğlu, 2015). A healthy dose of patience and self-restraint is essential during the formative years of college. In this life, a trainee knows that his actions can make or break his future. This is the greatest time that will never come again. Therefore, students should be smart enough to make the most of it while they have it. As a college student, you probably had some assistance from your parents with this equalization. College life is full of distractions, but your parents are usually there to support you.

Environmental factors, cognitive processes, and interpersonal relationships all come together to form what is known as a "learning domain" (Finnish et al., 2004). What "physical environment" means is the buildings, locations, furnishings, and tools that are directly related to the job. The technology-enhanced learning environment is also part of the physical environment. There are two parts to the mental learning environment: the intellectual, which contains the knowledge and skills that need to be acquired, and the passionate, which includes the emotions and motivation bound up with the learning process.

Evidence shows that hues can increase learning efficacy by 5-10%, minimize nonattendance, and strengthen the room's ethical measurement (Joseph et al., 2021). While growth can pique curiosity and affect mood, hues have the power to calm. The benefits of a well-thought-out classroom shading plan extend beyond the four walls of a single classroom; it improves the school's overall atmosphere and its surrounding community. Employees, analysts, and students alike must see academic flexibility as a benefit that they can contribute to. Bartram, et al. (2019) discovered that these capacities embody the advancement and improvement of advanced education and regulatory attempts.

Simply put, motivation is the force that propels us to take action. When we are determined, we put in the work and ultimately succeed. Inspiration has an impact on our behaviour and ability to accomplish our goals. People often use the phrase "inspiration" to describe what motivates them, what keeps them going, and what helps them get things done. Motivation gets us out of bed and moving, whether quenching our thirst with water or learning something new from a book (Freed, 2022). Internal, external, social, and subjective strengths all have a role in shaping behaviour. In everyday speech, "inspiration" is usually used to describe

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

the driving force behind an action. Inspiration to learn (the tendency to press on despite hardship and disappointment and reluctance to drop out of college), optimism about one's academic achievements (the more positive one's self-assessments are), and students' aspirations for the future all contribute to their motivation to reflect (the brighter the future, the higher the inspiration towards focusing on). Real and saw execution are two components that make up academic performance. True performance refers to scholastic indicators of success, such as GPA, test scores, and the number of successful exams.

Desire alone is not enough to achieve any goal, as everyone who has tried to do so knows all too well (think: wanting to run a marathon or drop 10 pounds). The ability to keep going in the face of adversity is crucial for accomplishing such a goal (Hanson & Hanson, 2020). The three main components of inspiration are action, persistence, and power. The first step in achieving any goal is deciding to do something about it. This is the result of being energized or inspired by anything. The quality of steadiness is the unwavering will to move forward regardless of obstacles or the spirit's ability to push through difficult times.

With one's life and fixation on finishing the job on display, force is immovable in exerting and tightening the aims (Andre Iland, 2013). Several factors influence the success and progress of research. There are components at the understudy, institutional, or project levels and auxiliary levels. The factors affecting students' academic performance, including study methods, ability, age, sex motivation, paid work hours, and study energy, mostly predict how far students get and how well they do on their assignments. Evidence shows that female-led research outperforms male-led research (Liberda, 2018).

Parental guidance plays a significant role in shaping the motivation of students. According to research, it is beneficial because it gives their children a sense of security and reassurance in an otherwise chaotic world as they strive for personal growth and development, according it to secondary college; parental involvement is crucial to a student's academic success. Academic success, happiness, involvement, grades, and passionate goal-setting are some student outcomes linked to parental involvement. Some forms of parental involvement that were considered were particularly beneficial.

The understudy with homework, coming to class programs, viewing the understudy in games or other extracurricular exercises, supporting the understudy in choosing courses, and remaining data on the understudy's improvement in college.

Inspiration is powerful because it motivates people to take action, ensures quality and control, and puts their will and desires into action (Ferguson & Milliman, 2008). Understanding how people act as a sign of how well a process works is the most important practical support for this thesis study. It shows that the factors and measurements that makeup inspiration are real. Inspiration is a subjective, want-started, activity-creating part of human intelligence and psychological processes that also set bearing, power, and perseverance; there are three ways to assess inspiration: intrinsic, extrinsic, and kinetic (Alexandris et al., 2007).



## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

Intrinsic inspiration can be measured in three ways: the tendency to know, the tendency to achieve, and the tendency to experience stimulation (Oudeyer & Kaplan, 2007). By combining these metrics in a way that is entirely up to the person, we can get behaviour that is commensurate with the motivational factor. A person's internal thoughts produce specific actions, such as outer, added, incorporated, or distinguished control, in response to external or extraneous impulses. External direction is the most illustrative of all the forms of external inspiration. It suggests aiding a cause in its pursuit of rewards or evading punishment. Introjections, the second kind of external inspiration, suggest a more "disguised" involvement with an activity in which the self is "more" associated. Unlike external control based on predetermined rules and regulations, distinguishing proof is based on the individual's free will and views behaviour as important and mandatory. Integral control implies the most autonomous form of external motivation in terms of disguise.

### Methods and Procedures

The study of college students in the Vehari district, who rate their quality of life in relation to their motivation to succeed academically, was the driving force behind this research. It is the problem's nature that dictates the research design. Both a descriptive and a correlational research design were employed in this study. Study of possible relationships between variables in order to ascertain their strength and direction (correlation) (Akoglu, 2018). Selected for this study were four hundred (400) undergraduates from regional public universities. A basic random strategy was used to select them based on their accessibility. This study primarily served to describe something. The data was gathered through the use of surveys. This study gathered information from public universities using two surveys. Hand-administering the questionnaires was a method of conducting the research. Dispersal and migration, which affect groups of organisms residing in smaller regions, have a significant impact on the dynamics of local populations. This study's population consists of all students enrolled in public university programs.

Making a judgment or inference about an aggregate or totality based on the selection of some component of it is what sampling is all about (Kapur, 2018). The statistical process involves studying the characteristics of a small subset, or sample, of a larger population in order to conclude. Any representation of a population in its purest form is called a sample. The researchers surveyed 400 college students in the Vehari district for this study. The sample was picked at random.

Questionnaires were used to collect data about the relationship between quality of college life quality and student's academic motivation level at college level.

Instrumentation is defined as the art and science of measurement and control. The Instrumentation plan is composed of number of decision that needs to be made before beginning the study. After the review of related literature, two questionnaires were adopted. QCLS (Quality of College Life Scale) consist of 39 questions, employed 5- point liker scale based on following categories: (general domain) general satisfaction, negative effect, (specific domain) teacher

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

student relation, social integration, opportunity, achievement, adventure and AMS (Academic Motivation Scale) consist of 23 questions, employ 5- point liker scale based on following categories: External Regulation, A Motivation, Interjected Regulation, Identified Regulation, Intrinsic Regulation. A Liker Scale is a psychometric scale commonly involved in research that employs questionnaires (Yusoff & Mohd Janor, 2014).

The pilot testing was conducted to examine the reliability of the instrument. Data was collected from 4 Colleges for Woman in Sahiwal Division. The value of Cronbach's alpha = 0.90 For Quality of College Life Scale (QCLS). The value of Cronbach's alpha = 0.78 For Academic Motivation Scale (AMS).

The research conducts the data from public colleges. The questioners were distributed personally the students of public colleges. Data was collected from 4 public colleges. A t-test is an inferential statistical technique used to compare the means of two groups (Kim, 2015) and the Pearson correlation test.

### Analysis and Interpretation of Data

Ho1: There is no significant difference between mean scores of Science and Arts students' beliefs about the quality of college life

**Table 1: Comparison between students' perceptions on quality of life of college on department basis**

Department	N	Mean	SD	t-value	Sig
Science	169	3.844	.353	.197	.503
Arts	231	3.836	.364		

As seen in the table above, the p-value (.503) is higher than the 0.05 significance level. Therefore, there is no statistically significant difference between the views of science and arts students about the value of college life, and the null hypothesis cannot be rejected. As a result, college students majoring in the arts and sciences share comparable views on the value of higher education.

Ho: There is no significant difference between mean scores of college students' beliefs about quality of college life

**Table 2: Comparison between Students Perceptions on Quality of College of College Students on Class Basis**

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.668	4	.167	1.180	.319



## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

Within Groups	55.872	396	.141
Total	56.540	400	

There is no statistically significant difference between the mean scores of college students' beliefs about the quality of college life ( $F(4, 395) = 1.180, p > 0.001$ ), and the results demonstrate that we were unable to reject the null hypothesis using one-way ANOVA in SPSS.

**Table 3: Comparison between students' perceptions on academic motivation of college students on department basis**

Department	N	Mean	SD	t-value	Sig
Science	169	4.18	.412	-.987	.004
Arts	231	4.26	.621		

According to the table's data, the p-value is less than 0.004, which is the level of significance set at 0.05. We can thus conclude that students' evaluations of academic motivation for the arts and sciences differ significantly and that the null hypothesis is untrue. Students in the arts are more likely to have strong views about academic motivation than students in the sciences.

**Table 4: Comparison between students' perceptions on academic motivation of college students on class basis**

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.891	4	.474		
Within Groups	116.82	396	.267	1.674	.161
Total	118.71	400			

There was no statistically significant difference between the mean scores of college-level students' beliefs about the academic motivation of students ( $F(4, 396) = 1.674, p > 0.001$ ), as shown by the results of the one-way ANOVA analysis in SPSS.

**H<sub>0</sub>**= There is no linear relationship or association between quality of college life and students' academic motivation

**H<sub>1</sub>**= There is linear relationship or association between quality of college life and students' academic motivation

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

**Table 5: Relationship between quality of college life and academic motivation of college students**

Variables	1	2	Sig.(2-tailed)
Quality of college life	1	.567	.000
Academic motivation of college students	.567	1	

The data in the table above clearly show that students' academic motivation is moderately positively correlated with their quality of college life. We infer a linear relationship or association between the quality of college life and students' academic motivation since  $p < 0.001$  allows us to reject the null hypothesis. A correlation strength of .567 indicates a somewhat positive association between the variables that are already present.

### Findings and Conclusion

The results of this study shed light on how college students, especially those with science and arts degrees, see college life and what drives them to succeed academically. As college administrators, instructors, and researchers, these insights are invaluable to you as you strive to understand and improve the student experience.

The analysis first shows that students from diverse majors have a common viewpoint. When asked to compare the importance of college life, students majoring in the arts and sciences had similar opinions, with no statistically significant difference. A p-value of .503, which is greater than the traditional significance level of 0.05, indicates that students across diverse majors have a similar perception of the value of higher education. In simpler terms, this means that the difference in opinions is likely due to chance rather than a real difference in the views of students from different majors.

Similarly, when looking at how college students in different majors felt about the quality of college life, the study did not find any statistically significant differences. No evidence is provided to reject the null hypothesis by the one-way ANOVA results ( $F(4, 395) = 1.180, p > 0.001$ ). College students from diverse academic backgrounds have similar views on the quality of college life.

However, we see a significant difference in how students feel about their academic motivation. The results show that students majoring in the arts and sciences have very different views on what motivates them to do well in school. With a p-value of 0.004, which is less than the significance level of 0.05, it is possible to reject the null hypothesis. Thus, compared with their scientific counterparts, students majoring in the arts tend to have stronger opinions regarding what drives them to succeed in school.

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

Aside from that, the average scores of college students' attitudes regarding what drives them to succeed academically were not significantly different among disciplines ( $F(4, 396) = 1.674, p > 0.001$ ). According to the statistics, there is a weakly positive correlation between academic motivation and college life satisfaction. This correlation suggests a relatively favorable link between these variables, with a strength of 0.567. Students who have a positive outlook on college life are more likely to be highly motivated to succeed academically.

Overall, the results show that students' views on the quality of college life are consistent across majors, but they also reveal some interesting distinctions in the academic motivation of students majoring in the arts and sciences. Furthermore, the study implies that there is a favorable correlation between the academic motivation of students and the quality of college life. These findings suggest that improving the quality of college life could enhance students' academic motivation. To fully understand this connection, though, more study is required.

The study concluded that the perspectives and experiences of college students, particularly those majoring in arts and sciences, provided valuable insights into their academic journey. These findings are informative and crucial for college administrators, teachers, and researchers, as they offer a unique window into the student experience. The analysis reveals a shared appreciation for college life across all majors, underscoring the universal aspects of higher education, regardless of individual fields of study. Regardless of their chosen major, this consistency in students' views emphasizes the importance and quality of higher education and the value of their experiences and viewpoints.

The research provides practical advice for enhancing college life, revealing notable differences in academic motivation among students from different fields of study. While there are shared sentiments about college life across disciplines, the factors driving academic success vary significantly. Arts majors, for instance, are more strongly influenced by these factors than their science counterparts. The data suggests a positive correlation between a supportive college environment and academic motivation, indicating potential areas for improvement. By implementing focused interventions, we can enhance students' motivation to study, improving their educational outcomes. This research underscores the need for further study to fully understand these processes and develop evidence-based strategies for enhancing student performance in higher education.

This study analyzes how college life quality affects academic motivation. Data investigation showed that college quality affects students' academic motivation. The quality of college life depends on intellectual drive. According to our research, most students said they enjoyed college and wanted to prove they could perform well. The college environment motivates pupils greatly. Teachers, school management, and students' social relationships also impact academic motivation. The teacher helps students with problems. Positive teacher-student relationships boost academic motivation. This bond allows kids to handle stress, take criticism, and focus on the teacher (Yunus et al., 2011).

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

Low motivation causes half-hearted college work, say researchers. According to the data, those students are more motivated, have an excellent college life, and have good college experiences than unfavourable ones. College life quality motivates students, according to results. Students desire a decent life later on, better jobs and salaries, and, most importantly, college fulfilment. Most students said they enjoy college and want to succeed. Thus, the quality of life in college is crucial to academic motivation.

### References

- Afshar, M. A., Jafari, A., Heshmati, F., Movahedzadeh, F., & Cherif, A. H. (2019). Instructional strategies for motivating and engraining generation z students in their own learning process. *Journal of Education and Practice*, *10*(3), 1-19.
- Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish Journal of Emergency Medicine*, *18*(3), 91-93.
- Alexandris, K., Kouthouris, C., & Girgolas, G. (2007). Investigating the relationships among motivation, negotiation, and alpine skiing participation. *Journal of Leisure Research*, *39*(4), 648-667.
- Bakker, A. B., Sanz Vergel, A. I., & Kuntze, J. (2015). Student engagement and performance: A weekly diary study on the role of openness. *Motivation and Emotion*, *39*, 49-62.
- Ball, S. J., & Olmedo, A. (2023). Care of the self, resistance and subjectivity under neoliberal governmentalities. In *Neoliberalism and Education* (pp. 131-142). Routledge.
- Bartram, B., Hathaway, T., & Rao, N. (2019). 'Teaching excellence' in higher education: a comparative study of English and Australian academics' perspectives. *Journal of Further and Higher Education*, *43*(9), 1284-1298.
- Bean, J. C., & Melzer, D. (2021). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.
- Brennan, J., Deer, F., Trilokekar, R. D., Findlay, L., Foster, K., Laforest, G., & Wright, J. M. (2021). Investing in a better future: Higher education and post-COVID Canada. *Facets*, *6*(1), 871-911.
- Clark, M. H., & Schroth, C. A. (2010). Examining relationships between academic motivation and personality among college students. *Learning and Individual Differences*, *20*(1), 19-24.
- Cohen, N. S. (2019). At work in the digital newsroom. *Digital Journalism*, *7*(5), 571-591.
- Covarrubias, R., Valle, I., Laiduc, G., & Azmitia, M. (2019). "You never become fully independent": Family roles and independence in first-generation college students. *Journal of Adolescent Research*, *34*(4), 381-410.

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

- Dağdelen, O., & Kösterelioglu, İ. (2015). Effect of conceptual change texts for overcoming misconceptions in “people and management” unit. *International Electronic Journal of Elementary Education*, 8(1), 99-112.
- Edwards, N. C. (2006). *School facilities and student achievement: Student perspectives on the connection between the urban learning environment and student motivation and performance* (Doctoral dissertation, The Ohio State University).
- Ferguson, J., & Milliman, J. (2008). Creating effective core organizational values: A spiritual leadership approach. *Intl Journal of Public Administration*, 31(4), 439-459.
- Freed, W. J. (2022). *Motivation and Desire: A New Way to Think about why We Do Everything and Its Basis in Neuroscience*. Springer Nature.
- Hanson, R., & Hanson, F. (2020). *Resilient: How to grow an unshakable core of calm, strength, and happiness*. Harmony.
- Jahangir, K. (2008). *Management of higher education reforms in Pakistan: An implementation perspective* (Doctoral dissertation, Utrecht University).
- Jongbloed, B., Enders, J., & Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher Education*, 56, 303-324.
- Joseph, M. A., Natarajan, J., Buckingham, J., & Al Noumani, M. (2021). Using digital badges to enhance nursing students’ attendance and motivation. *Nurse Education in Practice*, 52, 103033.
- Joseph, R. J. (2022). *Bridging the Gap between the Abundance of American Higher Education Talent and the Immense Foreign Demand for it: The Great Chasm in Global Education*. Oxford University Press.
- Kapur, R. (2018). Research methodology: Methods and strategies. *Department of Adult Education and Continuing Extension, University of Delhi: New Delhi, India*.
- Kim, T. K. (2015). T test as a parametric statistic. *Korean Journal of Anesthesiology*, 68(6), 540-546.
- Kouzes, J. M., & Posner, B. Z. (2018). *The student leadership challenge: Five practices for becoming an exemplary leader*. John Wiley & Sons.
- Lee, J. S., Back, K. J., & Chan, E. S. (2015). Quality of work life and job satisfaction among frontline hotel employees: A self-determination and need satisfaction theory approach. *International Journal of Contemporary Hospitality Management*, 27(5), 768-789.

## Review in Business and Economics

Volume 4, Issue 1  
March, 2024

ISSN: 2788-4856

- Liberda, B. (2018). Performance of male and female-led firms. *International Journal of Contemporary Management*, 17(2), 85-95.
- Luckin, R., & Holmes, W. (2016). Intelligence unleashed: An argument for AI in education.
- Mogea, T. (2022). Students' critical thinking ability in English teaching and learning. *Jurnal Pendidikan dan Sastra Inggris*, 2(3), 157-171.
- Oudeyer, P. Y., & Kaplan, F. (2007). What is intrinsic motivation? A typology of computational approaches. *Frontiers in Neurorobotics*, 1, 6.
- Pring, R. (2013). *The life and death of secondary education for all*. Routledge.
- Sithole, A., Chiyaka, E. T., McCarthy, P., Mupinga, D. M., Bucklein, B. K., & Kibirige, J. (2017). Student attraction, persistence and retention in STEM programs: Successes and continuing challenges. *Higher Education Studies*, 7(1), 46-59.
- Taormina, R. J. (2015). Adult personal resilience: A new theory, new measure, and practical implications. *Psychological Thought*, 8(1).
- Yusoff, R., & Mohd Janor, R. (2014). Generation of an interval metric scale to measure attitude. *Sage Open*, 4(1), 2158244013516768